



## **Big Paper Writing | English Language Arts Strategies for Students with Significant Cognitive Disabilities**

### **What is the video about?**

In this inclusive lower elementary classroom, a group of students are gathered around a table doing "Big Paper Writing." One student interacts with the adults around her telling them that she has drawn an umbrella, which connects directly back to a story earlier in the day. She is using a comprehensive communication system to interact directly with one adult and persists in communicating that the umbrella in the picture she has drawn is open. The video demonstrates effective strategies for engaging students with significant cognitive disabilities in literacy instruction.

### **What is the primary area of ELA instruction addressed in this video?**

Speaking and Listening

### **What others areas of ELA instruction that are also addressed in this video?**

Writing

### **Does the video include a student who uses AAC?**

Yes

### **Does the video include any examples of an adult modeling the use of AAC?**

Yes

### **Which best describes the context for the instruction?**

Inclusive Setting

# Iowa Comprehensive Literacy Modules



**The video includes one or more students with significant cognitive disabilities. What other student characteristics are obvious in the video?**

Communication Impairments

**What are the primary Essential Elements that are linked to the video?**

EE.SL.K.1.a Participate in conversations with others. Communicate directly with supportive adults or peers.

**What additional Essential Elements can be linked to the video?**

EE.W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.

**What other grade level Essential Elements can this teaching strategy be used?**

- EE.W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.
- EE.W.K.3 With guidance and support, select an event and use drawing, dictating, or writing and share information about it.
- EE.W.1.1 Select a familiar book and use drawing, dictating, or writing to state an opinion about it.
- EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.
- EE.W.1.3 Select an event and use drawing, dictating, or writing to share information about it.
- EE.SL.1.1.a Participate in conversations with adults. Engage in multiple-turn exchanges with supportive adults.
- EE.W.2.1 Select a book and write, draw, or dictate to state an opinion about it.
- EE.W.2.2 Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.
- EE.W.2.3 Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.
- EE.SL.2.1.a Participate in conversations with adults and peers. Engage in multiple-turn exchanges with peers with support from an adult.
- EE.L.2.3.a Use language to achieve desired outcomes when communicating. Use symbolic language when communicating.
- EE.W.3.10 Write routinely for a variety of tasks, purposes, and audiences.

# Iowa Comprehensive Literacy Modules



**What Dynamic Learning Maps (DLM) professional development module(s) can be linked to this video to learn more about the instruction?**

- Emergent Writing
- Writing: Text Types and Purposes
- Writing Information and Explanation Texts

**What other resources can be linked to the video to learn more about the instruction?**

- State of Iowa's Early literacy alternate assessment scale 5
- Website on Emergent Writing: <http://www2.nefec.org/erf/emergentwriting/>
- Students with Significant Disabilities, Including Deaf-Blindness: Getting Started with Emergent Writing <https://www.med.unc.edu/ahs/clds/files/teacher-handouts/Emergent%20Wrtg%20Activities.pdf>
- Adult-Student Emergent Writing Interaction Inventory <https://www.med.unc.edu/ahs/clds/resources/deaf-blind-model-classroom-resources/Emerg%20Wrtg%20Obs%20Inventory.pdf>
- Emergent Writing for Students with Significant Disabilities <http://www.livebinders.com/play/play?id=1111536>